

## ABOUT THIS GUIDE



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## 1. THE EXHIBITION

This teachers' guide is designed to complement your class visit to *The Lord of the Rings Motion Picture Trilogy – The Exhibition*.

- How do you make chain mail that looks like the real thing but doesn't weigh a ton?
- How do you make big look small and small look big?
- How do you make new stuff look worn and torn?

The exhibition will reveal some of the film-makers' secrets in achieving these and other feats – and the activities in this guide will allow your students to come up with their own solutions.

For more information about the exhibition itself (including exhibition dates, opening hours, admission charges, and venues), please visit the [exhibition website](http://www.tepapa.govt.nz/rings) ([www.tepapa.govt.nz/rings](http://www.tepapa.govt.nz/rings)).



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## 2. SUBJECT LINKS

The activities in this guide link mainly to the following subject areas (otherwise called learning areas or content areas):

- The Arts (art and design, visual arts, theatre arts, film, music)
- Technology (design and technology, science and technology,

- information and communications technology)
- English (literature, drama)
- Social Studies.

Some activities also link to Science and Mathematics.



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### 3. LEVEL OF ACTIVITIES

In general, the activities are aimed at students aged between 11 and 15.

- NZ and UK: years 7–11
- USA: grades 6–10
- Australia: years 6–10
- Singapore: primary 5 and 6, secondary 1, 2, and 3.

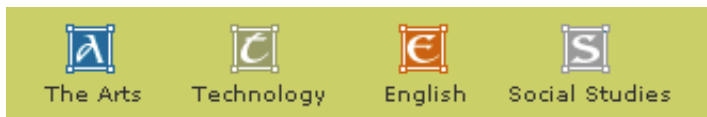
The activities can be adapted for students working at other levels too.



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### 4. FINDING AN ACTIVITY

The [Activities List](#) presents the activities in alphabetical order and shows their subject area links:



When you click on an activity title, you'll be taken to it.



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### 5. STRUCTURE OF ACTIVITIES

The activities are structured around the design process, which is based on problem solving. They are essentially design briefs. Each activity has components for:

#### BEFORE

- before the exhibition (brainstorming, researching, and identifying needs, problems, and opportunities)

#### DURING

- during the exhibition (interacting with exhibits, observing, and discovering)

#### AFTER

- after the exhibition (planning, testing, refining, and presenting solutions).

The During section also provides focus questions for your exhibition visit. (Ideally, your class will have seen at least one movie in the trilogy before going to the exhibition, but this isn't always necessary.)

The Teaching Points (on the right side of each activity screen) provide



extra ideas or information for you, the teacher.

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## 6. COMBINING ACTIVITIES INTO UNITS

At the bottom of each activity, there are links to activities on related topics. These activities could be combined into a unit plan. If you click on one of the activities, you'll be taken to it.



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## 7. EXHIBITION LINKS

The [Exhibition Map](#) icon (right) links to a map that identifies the zones of the exhibition relevant to an activity. The number coding on the map will not appear in the exhibition itself, so it's a good idea to print the map and take it with you.



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## 8. PRINTING ACTIVITIES

To print the whole teachers' guide, go to the home page. To print an individual activity, click on the Print icon when you're in that activity. All files for printing are in PDF format. You may need to download the free [Adobe Acrobat PDF](#) viewer to view the PDF documents.



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## 9. CLASSROOM MANAGEMENT

Most of the activities can be undertaken by students as a class, in groups (large or small), or individually. Some activities allow for a mixture of these arrangements.



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## 10. PRESENTING AND ASSESSING WORK

When your students complete an activity, encourage them to present their work to the class. Get them to explain:

- their objectives
- the decisions they made (e.g. the materials and/or processes they chose) and why
- any problems they had and how they resolved them
- what they think worked or didn't work and why
- what they learned and/or might try next time.

These steps are an important way for students to reflect on and assess their own work – all part of the learning process. In the activities, the steps are summarised as "Present and assess your work." Presentations also provide opportunities for peer assessment (when students assess each other's work) and teacher assessment. If presentations aren't possible or appropriate, your students could write reports that follow the



same process of reflection.

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